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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) the role of the paraprofessional in the high school classroom; (2) the effectiveness of a staff development program in reading; (3) perceived characteristics of effective secondary level reading teachers; (4) the language attitudes of selected kindergarten through grade 12 teachers in five Arkansas communities; (5) the role of the National Council of Teachers of English in English teacher preparation; (6) the roles, responsibilities, and role conflicts of secondary school English department chairpersons in Rhode Island; (7) changes in teachers' thinking at the conclusion of an inservice reading program; (8) inservice education in the teaching of writing in North Carolina public school systems in 1981-82; (9) the pattern of decisions made by primary grade reading teachers in planning their classroom instruction; (10) the influence of first grade teachers' conceptual frameworks of reading on their students' perceptions of reading and learning to read; and (11) the accuracy of teacher self-reports about their instructional practices in word and language study. (RBW)

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Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

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Abstracts of the following dissertations are included in this collection:

Berryhill, Philip Charles
A SURVEY OF THE EXISTING ORGANIZATIONAL CLIMATE IN CENTRAL PENNSYLVANIA COMPENSATORY READING PROGRAMS AS PERCEIVED BY PROGRAM READING SPECIALISTS, COMPENSATORY READING PROGRAM LEADERS, AND SCHOOL PRINCIPALS

Burns, Patricia Evans
THE ACCURACY OF TEACHER SELF-REPORTS: WORD AND LANGUAGE STUDY PRACTICES IN HIGH SCHOOL ENGLISH CLASSES

Clack, James Leland
A COMPARISON OF READING COMPREHENSION SKILLS TAUGHT IN FIVE ELEMENTARY SCHOOL READING SERIES AND TEACHER PREPARATION TO TEACH READING: IMPLICATIONS FOR PROGRAM PLANNERS FOR THE HEARING IMPAIRED

Costa, David Andrew
AN ANALYSIS OF CHARACTERISTICS OF PRINCIPALS IN SELECTED ELEMENTARY SCHOOLS AND IN THE SCHOOL READING PROGRAM: CASE STUDIES BASED UPON EFFECTIVE SCHOOLS RESEARCH

Eberhart, Nancy Ann
CHANGES IN TEACHERS' THINKING AT THE CONCLUSION OF AN INSERVICE PROGRAM IN READING

Fields, Milton Brown
ANXIETY AMONG ELEMENTARY TEACHERS RELATED TO VARIOUS FORMATS AND READING LEVELS OF MEMORANDA

Girard, Shirley Stoyko
THE ROLES, RESPONSIBILITIES, AND ROLE CONFLICTS OF SECONDARY SCHOOL ENGLISH DEPARTMENT CHAIRPERSONS IN RHODE ISLAND

Jacoby, Adrienne Zacansky
AN INVESTIGATION OF THE HISTORICAL BACKGROUNDS OF ELEMENTARY SCHOOL CLASSROOM TEACHERS CONCERNING WRITTEN COMPOSITION AND ITS EFFECTS ON CURRICULUM DECISIONS AND TEACHING CONCERNING WRITING - A CASE STUDY

Jordan, Kathleen Norris
A STUDY OF LANGUAGE ATTITUDES OF SELECTED TEACHERS K-12 IN FIVE ARKANSAS COMMUNITIES

Kraus, Cecile Doris
THE INFLUENCE OF FIRST GRADE TEACHERS' CONCEPTUAL FRAMEWORKS OF READING ON THEIR STUDENTS' PERCEPTIONS OF READING AND READING BEHAVIOR

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ENGLISH TEACHER PREPARATION AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH: AN HISTORICAL ANALYSIS

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THE EFFECTS OF A PROCESS MODEL OF READING ON TEACHERS' KNOWLEDGE, ATTITUDES, AND INSTRUCTIONAL DECISION-MAKING

Posey, Josephine McCann
LEARNING STYLE, ACHIEVEMENT, APTITUDE, AND ATTITUDINAL VARIABLES RELATED TO PRE-SERVICE TEACHERS' PERFORMANCE ON CRITERION-REFERENCED TESTS IN READING

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A STUDY OF IN-SERVICE EDUCATION IN THE TEACHING OF WRITING IN NORTH CAROLINA PUBLIC SCHOOL SYSTEMS 1981-82

Richey, Mitye Jo
A STUDY OF PRIMARY TEACHER PLANNING BEHAVIOR FOR READING INSTRUCTION

Sanacore, Joseph
AN INVESTIGATION OF MIDDLE/JUNIOR HIGH SCHOOL PRINCIPALS' KNOWLEDGE OF CERTAIN READING-RELATED CONCEPTS

Shake, Mary Catherine
THE CONGRUENCE BETWEEN INSTRUCTIONAL PHILOSOPHIES AND PRACTICES: A STUDY OF TEACHER THINKING

Tangalin, Andres B.
ORGANIZATIONAL CONSIDERATIONS IN FACILITATING OR INHIBITING ROLE CHANGE OF THE READING RESOURCE SPECIALIST FROM AN IMPLEMENTATION-CONFIGURATION METHODOLOGY PERSPECTIVE

Ursrey, Marilyn Linda Carter
THE RELATIONSHIP OF TEACHER EXPERIENCE, DEGREE LEVEL, AND READING COURSEWORK TO TEACHERS' KNOWLEDGE OF READING

Vida, Louisa Kramer
PERCEIVED CHARACTERISTICS OF EFFECTIVE SECONDARY LEVEL READING TEACHERS

Warner, Joyce Van Wagner
THE ROLE OF THE PARAPROFESSIONAL IN THE HIGH SCHOOL CLASSROOM

Yeaton, Philip Samuel
A LONGITUDINAL STUDY OF THE EFFECTIVENESS OF A STAFF DEVELOPMENT PROGRAM IN READING

A SURVEY OF THE EXISTING ORGANIZATIONAL CLIMATE IN CENTRAL PENNSYLVANIA COMPENSATORY READING PROGRAMS AS PERCEIVED BY PROGRAM READING SPECIALISTS, COMPENSATORY READING PROGRAM LEADERS, AND SCHOOL PRINCIPALS Order No. DA8409017

BERRYHILL, PHILIP CHARLES, D.Ed. *The Pennsylvania State University*, 1983. 184pp. Adviser: Mary M. Dupuis

The purpose of this study was to investigate the existing state of the organizational climate in Central Pennsylvania Chapter I Compensatory Reading Programs as perceived by Reading Specialists, Compensatory Program Leaders, and Elementary Principals. For this investigation, organizational climate was identified by six subscales adapted from the Purdue Teacher Opinionaire and Organizational Climate Description Questionnaire including: Chapter I Leadership Behavior, Chapter I Leader/Reading Specialist Rapport, Principal Leadership Behavior, Principal/Reading Specialist Rapport, Reading Specialist Job Satisfaction, and Reading Specialist Morale. A Compensatory Reading Organizational Climate Opinionaire (CROCO) was developed using the six subscales for measurement of organizational climate in the Chapter I Program. The CROCO instrument contained 60 items, 15 within each subscale, with each question ranging in value from a minimum of one point to a maximum of four points on a Likert-type scale.

The sample for this study consisted of 94 Reading Specialists, 31 Program Leaders, and 35 Elementary Principals from 36 school districts throughout 14 counties in Central Pennsylvania. Chapter I Programs were typified in each of the 36 school districts according to the title of the program leader in each program. The four titles most commonly used in identifying Chapter I Program Leaders were Reading Coordinator, Reading Supervisor, Principal/Chapter I Director, and Federal Program Coordinator.

The findings indicated there was a difference in organizational climate between the 36 participating school districts. Though significant differences were not found between Chapter I Program Leaders, substantial differences existed between Reading Supervisors and Principal/Chapter I Directors. Reading Supervisors perceptions of organizational climate were most consistent with Reading Specialists showing a difference of 15.02 points on the total instrument score of 360 possible points. Principal/Chapter I Directors deviated the greatest from Reading Specialists with a difference of 45.47 points in total instrument score. Perceptions of organizational climate were found to differ significantly from both Chapter I Program Leaders and Elementary Principals, who tended to show inflated perceptions of organizational climate particularly when it referred to their own leadership behavior and rapport with the Reading Specialist subordinates.

THE ACCURACY OF TEACHER SELF-REPORTS: WORD AND LANGUAGE STUDY PRACTICES IN HIGH SCHOOL ENGLISH CLASSES Order No. DA8417671

BURNS, PATRICIA EVANS, PH.D. *University of Pittsburgh*, 1984. 137pp.

This research was focused on the accuracy of teacher self-reports about their instructional practices in word and language study. Nine secondary English teachers each reported on four to six weeks of instructional practices. Each completed weekly reports as well as a final summary report spanning the four-, five- or six-week time period. Trained observers completed one or two weeks of detailed observations for each teacher during the reporting period. Each teacher's students also completed a parallel summary report instrument for the reporting period. Teacher accuracy was determined by percent of agreement and Kappa coefficients for teachers and observers and for teachers and students. Teacher consistency was determined by percent of agreement on weekly and summary reports.

The instrument used in the study was a 77-item, low-inference measure which described word and language study practices. Reporting was contextualized and retrospective, i.e., teachers reported on what they did in one class for a specific time period. Results indicated that teachers can be accurate sources for data on their instructional practices. Percent of agreement for teachers and observers was 74%, Kappa = .16. Percent of agreement for teachers and students was 67%, Kappa = .16. Percent of agreement for teacher weekly and summary reports was 69%.

Data from first and second weekly reports indicated that teachers were more accurate on second reports than they were on first reports. Percent of agreement was 17 percentage points higher and Kappa was 11 percentage points higher for second reports. Data also indicated that junior high students were more accurate sources than were senior high students. Percent of agreement was 19 percentage points higher and Kappa was six percentage points higher for junior high students.

Junior high English language instruction consisted primarily of teacher lecture, student practice, and objective testing. Senior high instruction was limited to the teacher practice of marking errors in students' writing and a subsequent correction of language errors by students.

A COMPARISON OF READING COMPREHENSION SKILLS TAUGHT IN FIVE ELEMENTARY SCHOOL READING SERIES AND TEACHER PREPARATION TO TEACH READING: IMPLICATIONS FOR PROGRAM PLANNERS FOR THE HEARING IMPAIRED

CLACK, JAMES LELAND, Ed.D. *University of Maryland*, 1983. Supervisor: John E. Splaine

This researcher has studied the problems that teachers and program planners have in selecting basic, supplementary and remedial reading comprehension materials for hearing impaired students from commercially produced materials.

The first phase was a systematic analysis of the teacher's manuals of five current editions of K-6 reading series used in regular public schools and residential schools and classes for the deaf. The reading comprehension objectives in each series were compiled and classified into twelve categories using Bloom's Cognitive Development Levels. The objectives were analyzed and compared relative to scope, format and timing. Tables and charts were used to organize the objectives in each category from all five series.

The second phase was the teacher interviews. Two groups of five teachers each were selected to be interviewed based on availability. The first group was five elementary school teachers with hearing impaired students in their classes. The second group was five residential school for the deaf teachers. Each interview was conducted and completed at the respective teacher's school. They were asked to describe their training to teach reading, procedures and criteria used to select reading materials and concepts of transformational grammar. A questionnaire was developed and used to conduct the interviews. The data was categorized and the responses were studied for significance.

The textbook analysis revealed significant variations in scope, format and timing of their objective statements. Only one series clearly differentiated its mastery levels.

The public school teachers had an average of 16.2 credit hours training to teach reading while the residential school teachers had an average of 7.2 credit hours. Neither group had more than a minimum introduction to cognitive and child development theories. Only one public and one residential teacher had significant training in transformational grammar. The public school teachers had little knowledge of the educational needs of the hearing impaired.

Using the results of this project, an inservice program was described including cognitive and child development theories, transformational grammar and educational technology skills to help teachers improve their ability to apply criterion-reference objectives to select instructional materials for hearing impaired children.

AN ANALYSIS OF CHARACTERISTICS OF PRINCIPALS IN SELECTED ELEMENTARY SCHOOLS AND IN THE SCHOOL READING PROGRAM: CASE STUDIES BASED UPON EFFECTIVE SCHOOLS RESEARCH Order No. DA8416818

COSTA, DAVID ANDREW, ED.D. *Boston University*, 1984. 327pp. Major Professor: Roselmina Indrisano

Overview of the Study. The major purpose of this study was to describe the characteristics of principals in selected elementary schools and in the reading program.

Subjects of the Study. On the basis of matched socioeconomic status (SES) and fourth grade reading achievement scores, eight elementary schools were chosen for participation in this study. Data were subsequently collected from eight principals and eighty-five teachers.

Data Collection Procedures. Three procedures were used for the collection of data: First, a questionnaire was administered to all classroom teachers who are responsible for teaching reading within a given school. This instrument addressed topics drawn from the research on school and teacher effectiveness with particular reference made to reading instruction. Second, a structured interview encompassing the same topics in the teacher questionnaire was conducted with the building principal in each school. Third, a self-reporting survey was completed by each principal in the study.

Conclusions. The following major conclusions are based on the analyses of responses of teachers and principals: (1) Most principals take an active role in curriculum development in their schools. (2) Most principals make use of various professional resources for program improvement. (3) Much of a principal's time is spent on non-instructional matters. (4) The strength of the principals is their ability to be fair, assertive, impartial, trustworthy, and patient. (5) There is not clear instructional leadership on the part of the principal. (6) The principal does not require or review lesson plans. (7) The principal does not promote discussion of instruction. (8) The classroom observation process is not followed consistently by the principal. (9) Most principals: (a) coordinate the school reading program with pertinent staff members. (b) have high expectations for staff performance and student achievement. (c) observe classes regularly. (d) monitor student progress. (e) maintain an orderly building climate. (f) support parent and community involvement in the schools.

CHANGES IN TEACHERS' THINKING AT THE CONCLUSION OF AN INSERVICE PROGRAM IN READING

Order No. DA8418935

EBERHART, NANCY ANN, PH.D. *The Ohio State University*, 1984. 230pp. Adviser: Professor Charlotte S. Huck

Changes in the perceptions and reported practices of twelve teachers were described as they attempted to integrate developmental reading ideas and techniques into their thinking. The teachers completed a personal survey in the beginning and at the end of a three month inservice course. Other sources of information during the experience included: statements of philosophy, classroom journals, precis (concise summaries) completed on self-selected readings, applications of various strategies/practices presented during the sessions, and investigator notes and observations about all of the above. The data were analyzed for patterns of change in perceptions and reported practices during the fourteen weeks of the study. The specific categories of change that emerged for the teachers concerned their perceptions about the nature of reading and how it is taught; their interpretations and ways of construing significance of content in professional journals; their perceptions of themselves as learners and practitioners; and their perceptions about their roles in instructional settings.

The direction of change for the group of teachers follows the developmental stages described in the literature. They began the inservice program with a general awareness about developmental reading and an interest in learning about related techniques. Initially, the teachers had more of a self focus to their concerns which became more of a task focus, and ultimately an impact focus. The teachers became increasingly concerned with trying to help their students find the "keys" to understanding.

Because this was not an experimental study, causes for the changes found and described cannot be positively identified. However, since change did occur for the group of twelve teachers and since change seemed to progress from lower to higher stages of development, it is legitimate to speculate about reasons for the change. Particular features of the inservice program shared by the teachers are examined. The findings of the study suggest several implications for further research, among them are first, an examination of the match between reported practice and observed classroom practice and, second, a determination of which features in the inservice program would have the most long-term effect for teachers in their classroom.

ANXIETY AMONG ELEMENTARY TEACHERS RELATED TO VARIOUS FORMATS AND READING LEVELS OF MEMORANDA Order No. DA8414914

FIELDS, MILTON BROWN, PH.D. *University of Southern Mississippi*, 1983. 175pp.

The purpose of this study was to determine if the presence of state anxiety of elementary school teachers, as indicated by changes in systolic blood pressure, differed according to memorandum reading level and format. Subjects consisted of 127 certified and contracted elementary teachers from a small municipal school district.

The study involved reading a task-oriented example of an inneroffice memorandum which had been developed at three levels of reading difficulty and four formats. Prior to reading the memorandum, which contained instructions regarding the completion of an accompanying task, systolic blood pressure of each subject was taken and recorded. Pressure was also observed upon the conclusion of the reading task. Gain in systolic blood pressure is believed to be an indicator of the presence of state anxiety, which according to many authorities results from an inappropriate reader-material match and acts as a constraint to successful task completion.

In order to assume random distribution of subjects to cells according to blood pressure, a two-way analysis of variance was conducted on the beginning systolic pressures. A two-way analysis of variance was also used to test for interaction between reading level and format and to test for significance of blood pressure gain scores according to reading level and format.

At the .05 level of confidence there was no significant interaction between reading level and format, nor was any significance observed in blood pressure gains according to format. There was a significant difference in stystolic blood pressure changes according to reading level, although the relationship was a weak one.

THE ROLES, RESPONSIBILITIES, AND ROLE CONFLICTS OF SECONDARY SCHOOL ENGLISH DEPARTMENT CHAIRPERSONS IN RHODE ISLAND Order No. DA8416815

GIRARD, SHIRLEY STOYKO, ED.D. *Boston University*, 1984. 147pp. Major Professor: Thomas E. Culliton, Jr.

This descriptive study investigated the roles, responsibilities, and role conflicts of the secondary high school English department chairpersons in the state of Rhode Island. A survey-questionnaire was sent to the fifty-one English chairpersons in both parochial and public high schools throughout the state. The questionnaire included three sections: general background, roles and responsibilities, and role conflicts. Responses to the questionnaire were analyzed through the use of percentages and rank orderings to determine what a profile of the chairpersons might be, what chairpersons perceived their roles

and responsibilities to be, and what chairpersons experienced as role conflicts and problems.

The findings indicated that Rhode Island English department chairpersons were responsible for and expect to perform a large and varied number of managerial, supervisory, curriculum, teaching, and administrative activities even though these activities may, in fact, be placing them in contradictory roles. With so many different types of activities as part of their position, English chairpersons were somewhat uncertain as to what exactly their role was meant to be within the hierarchy of the high school organization. Several other role conflicts and problems emerged as most prominent among the English chairpersons of the state. These included inadequate amount of time and remuneration to accomplish responsibilities, too many clerical duties, lack of teacher preparation and resources, staff morale problems, and lack of support from other chairpersons.

It was concluded that chairpersons cannot perform their duties as successfully as possible because of the following: a lack of a clear definition of their role; a lack of time, resources, and remuneration; a lack of clearly outlined job description and job evaluation forms; a lack of preparation prior to appointment; and a lack of a good support system. Size of school made little difference in perceptions of responsibilities and conflicts; however, parochial school chairpersons did prove to be particularly overburdened.

AN INVESTIGATION OF THE HISTORICAL BACKGROUNDS OF ELEMENTARY SCHOOL CLASSROOM TEACHERS CONCERNING WRITTEN COMPOSITION AND ITS EFFECTS ON CURRICULAR DECISIONS AND TEACHING CONCERNING WRITING - A CASE STUDY

Order No. DA8420435

JACOBY, ADRIENNE ZACANSKY, ED.D. *University of Pennsylvania*, 1984. 226pp.

The purpose of this study was to investigate the writing backgrounds of elementary school teachers in order to understand why they teach writing as they do in their classrooms. The background factors investigated fell into three categories presage, external and teacher-controlled.

Case study methodology using personal interviews and logs was employed as the principal means of gathering data. Eight teachers from one inner-city school participated on a voluntary basis. Each teacher was asked to keep a log of all writing activities which occurred in their rooms for a five week period following the interviews. The interviews elicited their espoused theory, while the logs displayed theory-in-use.

The study revealed that composition writing is used in a limited sense in the elementary school classroom, and is generally assigned as an enrichment activity.

Presage factors, such as former teachers who served as role models, home environment, and a lack of coursework in writing were significant influences upon these teachers. External factors such as the contents of required tests, administrators, a lack of accountable requirements for composing, and students' abilities and perceived behaviors also were important factors. Teacher-controlled factors are significant in that they are factors of attitude.

A review of the data revealed that teachers' knowledge concerning the teaching of writing is limited. They lack knowledge in the following areas: (1) strategies to improve students' writing except in terms of the mechanics; (2) expectations for student writing; (3) evaluation of written products; (4) classroom managment for writing; (5) the place of writing in the curriculum; (6) the definition of writing; (7) the writing process.

A STUDY OF LANGUAGE ATTITUDES OF SELECTED TEACHERS K-12 IN FIVE ARKANSAS COMMUNITIES

Order No. DA8412308

JORDAN, KATHLEEN NORRIS, PH.D. *The University of Nebraska - Lincoln*, 1983. 278pp. Advisers: Professor Allan Dittmer, Professor Alma Homze

This experimental study used a questionnaire to measure whether teachers were using prescriptivist or descriptivist ideology to evaluate the oral or written language performance of Black Students or others assigned to remedial English in grades K-12 in the State of Arkansas. It asked whether or not those teacher perceptions were shaped by research in sociolinguistics and English education. The research focused upon areas identified by research from sociolinguistics and English education and interviews with language arts teachers (K-12). These areas were organized into the following scales: fluency, genetic heritage, language competence, language learning, exposure, politics, achievement tests, motivation, placement, Black English, remedial English. Demographic data listed the respondents' age, sex, race, level and area of teaching assignment, education, specialized training (reading, composition, and linguistics), experience, involvement in professional organizations, and subscription to professional journals. The purpose of the demographic data was to determine which factors most significantly influenced the scales. SPSS supplied the statistical analyses (Frequency Distribution, Analysis of Variance, Test of Significance, and Multiple Classification Analysis). The results of the study suggest that in their attitudes toward Black English the teachers in the sample are not consistent with the findings of recent research in sociolinguistics and English education.

THE INFLUENCE OF FIRST GRADE TEACHERS' CONCEPTUAL FRAMEWORKS OF READING ON THEIR STUDENTS' PERCEPTIONS OF READING AND READING BEHAVIOR

Order No. DA8406141

KRAUS, CECILE DORIS, PH.D. *Kent State University*, 1983. 292pp. Co-Directors: Richard Vacca, Jo-Anne Vacca

Qualitative research procedures were used to explore the influence of first grade teachers' conceptual frameworks of reading on their students' perceptions of reading and learning to read, and the strategies their students use during reading.

This research sought (1) to discover patterns in the perceptions of reading and in the reading strategies of first graders taught by two teachers with predominantly different conceptual frameworks of reading and (2) to uncover classroom phenomena associated with these perceptions and strategies.

Four first grade teachers were interviewed to determine their beliefs about reading. Analyses of their beliefs were used to select two of the teachers for indepth study. All students of the two teachers were individually interviewed and given informal reading inventories. Both of these were audio-taped and transcribed. Moreover, each classroom was observed for six and one-half school days. The data were analyzed to explore how students' perceptions relate to their reading strategies in the test situation, their classroom reading behaviors, classroom patterns of reading-related phenomena and the teachers' conceptual frameworks of reading.

The results indicated that the beliefs of teachers with different conceptual frameworks of reading are evident to a pervasive degree in their classroom instruction and strongly influence both their students' perceptions of reading and learning to read, and their reading strategies. Students' reading behaviors generally reflected their beliefs. Themes related to differences discovered between the two classes of students; namely, dependence versus independence in word identification; concern for word "perfectness" when reading; and strategies for word identification.

ENGLISH TEACHER PREPARATION AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH: AN HISTORICAL ANALYSIS Order No. DA8407847

MARSHALL, KRISTINE ELIZABETH, ED.D. *West Virginia University*, 1983. 590pp.

The National Council of Teachers of English (NCTE) was established in 1911 to increase the effectiveness of secondary and collegiate English instruction. From its earliest years, NCTE has articulated preparatory standards for English teachers. Through a systematic and chronological historical review and a comparative analysis, this study addressed several purposes: to locate NCTE's recommendations for preservice secondary English teacher preparation from 1911 to 1983; to determine motivating forces and contexts for these standards; to explore similarities, differences, changes, and recurring issues among the recommendations; to determine if NCTE preparatory activity exhibits any patterns; and to make recommendations to NCTE for its future preparatory standards and activity.

The study identified thirty-nine NCTE documents on the preservice education of secondary English teachers, including resolutions, collaborations with other organizations, parts of curriculum reports, and documents solely discussing preservice education. These documents vary considerably in scope, length, form, purpose, and source of generation. Nevertheless, they advance similar views of the English teacher's ideal characteristics and of the validity of the three-part preservice curriculum, i.e., liberal education, subject matter specialization, and pedagogical training. Significant changes in emphasis are also evident, including a broader literary preparation, language study rather than literature as the principal preparatory focus, and a diminishing separation between academic and pedagogical training. The investigation also documented several recurring preparatory issues: attempts to describe the nature of school English; conflicts between English and education professors for control of preservice curricula; and concerns for the quality of English teacher education, including efforts to determine teacher competence and to raise certification requirements. The study further found that the NCTE's interest in English teacher preparation, while indeed longstanding, has been sporadic, often insubstantial in effect, and decidedly unclear in its aims. NCTE activity thus has not constituted a progressive, accumulative movement toward a coherent vision of English teacher preparation. The author concludes that NCTE commitment to English teacher preparation must substantially increase and therefore recommends that the NCTE form a Commission on Teacher Preparation and Certification, increase its state-level involvement, and devote greater attention and resources to recurring preparatory issues.

THE EFFECTS OF A PROCESS MODEL OF READING ON TEACHERS' KNOWLEDGE, ATTITUDES, AND INSTRUCTIONAL DECISION-MAKING Order No. DA8413200

NATHANSON, STEVEN ARTHUR, ED.D. *Hofstra University*, 1983. 203pp.

This study was conducted to describe the effects of a psycholinguistically influenced inservice workshop on teachers' knowledge of reading, attitudes, and instructional decision-making. A second purpose of the study was to examine the relationship between teachers' reasons for obtaining inservice training, and teacher competence as a result of inservice training.

The underlying assumption was that presenting a process model of reading in an inservice course would improve teaching.

It was hypothesized that inservice training would significantly: (1) enhance teachers' knowledge of reading, as measured by two multiple-choice tests; (2) influence teachers' attitudes to reflect a psycholinguistic orientation, as measured by an attitude scale about instructional practices; and (3) improve teachers' diagnostic-prescriptive ability, as measured by three performance tests simulating classroom situations. It was also hypothesized that teacher inservice achievement would show a significant correlation to: (1) reasons for obtaining training, as indicated on a needs assessment survey; and (2) trainees' evaluations of the workshop, as indicated on a numerical rating sheet.

The subjects of the study were nineteen experienced teachers who volunteered for a fifteen-week inservice course entitled "Diagnosis and Remediation of Reading Problems," designed and taught by the investigator.

Scores achieved by the subjects revealed that the workshop significantly ($p < .05$) improved teacher knowledge of reading, changed teacher attitudes to reflect an increased psycholinguistic orientation, and improved teacher ability to perform certain diagnostic-prescriptive competencies. No significant correlation was found between training achievement, course evaluation, and reasons for obtaining training; however, retrospective questionnaire data revealed that teachers implemented practices emphasized in the workshop and sustained approximately 80 percent of those implemented practices.

The major conclusion drawn from this study was that presenting practical applications of the theoretical model rather than the model itself effectively influenced teacher practice. The implication drawn for inservice practice was that training should emphasize practical techniques in order to facilitate the inservice change process.

LEARNING STYLE, ACHIEVEMENT, APTITUDE, AND ATTITUDINAL VARIABLES RELATED TO PRESERVICE TEACHERS' PERFORMANCE ON CRITERION-REFERENCED TESTS IN READING Order No. DA8410676

POSEY, JOSEPHINE MCCANN, ED.D. *Mississippi State University*, 1983. 142pp. Director: John P. Wollenberg

The purpose of this study was to develop a competency model that would predict how the performance of preservice teachers on four criterion-referenced tests is related to the variables of learning style, attitude toward reading, American College Test (ACT) composite score, major, high school grade point average (HSGPA), reading comprehension score, and vocabulary score.

The subjects consisted of 70 preservice teacher education majors. The criterion-referenced reading tests were administered during the spring semester of 1983. Transcripts were examined for HSGPA, ACT composite score, and major. The Rhody Secondary Reading Attitude Assessment measured attitudes toward reading. The Learning Styles Inventory focused on learning style preferences. The Nelson-Denny Reading Test measured reading comprehension and vocabulary skills.

Results indicated that attitude toward reading, ACT composite score, major, HSGPA, reading comprehension score, vocabulary score, and certain learning style variables were positively related to achievement at the .01 level of significance on the four criterion-referenced reading tests. Other learning style variables were negatively related to academic achievement at the .05 level of significance. Further analysis revealed that (1) the significant predictor set of variables for understanding linguistic-cognitive models and reading readiness in Test I included reading comprehension score, vocabulary score, and the learning style variable of reading as a mode of learning; (2) the significant predictor set of variables for understanding approaches to teaching reading in Test II included vocabulary score and high school grade point average; (3) the significant predictor set of variables for understanding word recognition skills in Test III included vocabulary score, HSGPA, and the learning style variable of iconics as a mode of learning; (4) the significant predictor set of variables for understanding comprehension skills and research/study skills in Test IV included vocabulary score and the learning style variables of reading and iconics as modes of learning; and (5) the significant predictor set of variables for overall understanding of basic reading skills on all four criterion-referenced tests included vocabulary score, reading comprehension score, HSGPA, and the learning style variables of reading and iconics as modes of learning, and competition as a condition of learning.

STUDY OF IN-SERVICE EDUCATION IN THE TEACHING OF WRITING IN NORTH CAROLINA PUBLIC SCHOOL SYSTEMS 1981-82

Order No. DA8408574

RICHARDS-BEALE, KAYE COMER, PH.D. *Duke University*, 1983. 134pp. Supervisor: Michael L. Michlin

The purpose of this study was to describe in-service education in the teaching of writing in North Carolina public school systems for the 1981-82 fiscal year in terms of planning and operations, contents, and validation practices. The results showed that while more in-service activities in the teaching of writing were offered during the sample period than had been offered previously, there were still too few activities, too little time spent in the activities, and too little teacher involvement in them to have a widespread effect on the teaching of writing.

The activities considered in the study were sponsored both by local school systems and by universities and the state's education department. Classroom teachers were the most frequently reported presenters of locally sponsored programs, and consultants with the state education department were the presenters most frequently reported for programs sponsored by other agencies. Primary and elementary school teachers were more frequently identified as activity participants than were high school teachers.

Respondents' reports of extensive treatment of statements drawn from current research and theory in the teaching of writing were inconsistent with the reported time allotted for their consideration. Likewise, the credibility of reports claiming considerable evaluation of the effects of in-service activities was minimized by respondents' identification of a number of questionable means of assessment.

The results of this study support observations that in-service education tends to be planned based on needs perceived by administrators, that activities lack coordination and articulation, and that evaluation more often examines changes in teachers' attitudes than changes in actual teaching and learning.

Study informants were the staff development coordinators in 142 of the 143 public school systems in North Carolina.

A STUDY OF PRIMARY TEACHER PLANNING BEHAVIOR FOR READING INSTRUCTION

Order No. DA8411822

RICHEY, MITYE JO, ED.D. *University of Pittsburgh*, 1983. 255pp.

The purpose of this study was to describe the pattern of planning decisions that primary reading teachers make for instruction, and to determine how these teachers perceive the effects of these decisions on their classroom behavior and the subsequent learning of their students. Since teacher planning appears to be, in many instances, an intuitive process based on impulse and personal experience, the researcher utilized a phenomenological approach to gather and analyze the data. The data were collected from interviews using questions designed to elicit teacher perceptions of their planning behavior. Teachers interviewed for the study taught first, second, and third grades in three different schools in a large metropolitan school district. Each teacher used a basal reading series for instruction in a self-contained classroom. Interviews were audio-taped and transcribed into narrative protocols. A seven step procedure was used to analyze and reduce the data from the protocols. A description of the fundamental structure of primary teacher planning for reading instruction resulted from the data analysis and reduction. The findings of this study indicated: (1) That these primary teachers feel it is very important to plan for reading instruction. Planning structures their presentations and keeps them on task. (2) That planning was perceived to be guided by suggestions in teachers' manuals which accompany basal reading series and by students' needs observed during teaching. (3) That planning tends to be focused on activities.

AN INVESTIGATION OF MIDDLE/JUNIOR HIGH SCHOOL PRINCIPALS' KNOWLEDGE OF CERTAIN READING-RELATED CONCEPTS

Order No. DA8416839

SANACORE, JOSEPH, ED.D. *Hofstra University*, 1984. 89pp.

The purpose of this study was to determine the extent to which middle/junior high school principals in Suffolk County, New York, are aware of prior knowledge and metacognition as these areas relate to the improvement of reading. This study was predicated on the belief that principals who are aware of reading-related concepts have more to bring to instructional practices concerning the improvement of reading.

A survey instrument pertaining to prior knowledge and metacognition was developed and sent to Suffolk County, New York, middle/junior high school principals. Participants were asked to respond to items by means of a forced-choice attitudinal scale. The results of the study were analyzed and related to three questions: (1) To what extent are the principals aware of prior knowledge as it relates to reading? (2) To what extent are the principals aware of meta-cognition as it relates to reading? (3) Is there a difference between the principals' awareness of prior knowledge and metacognition as they relate to reading?

The following findings were noted: (1) The majority of the forty-three respondents demonstrated an awareness of prior knowledge, and only nine principals did not achieve the criterion established for the study. (2) The majority of the forty-three respondents showed an awareness of metacognition, and only ten principals did not achieve the criterion established for the study. (3) The majority of the forty-three respondents demonstrated an awareness of both prior knowledge and metacognition, and only five principals did not achieve the criterion established for the study. (4) An item analysis of the survey's prior knowledge and metacognition sections indicated that the forty-three respondents possessed an awareness of most items. However, the majority of principals demonstrated a lack of awareness concerning certain items.

THE CONGRUENCE BETWEEN INSTRUCTIONAL PHILOSOPHIES AND PRACTICES: A STUDY OF TEACHER THINKING

Order No. DA8416989

SHAKE, MARY CATHERINE, ED.D. *State University of New York at Albany*, 1984. 264pp.

This study investigated the connection among teachers' beliefs about reading instruction and reader group needs (instructional philosophies), their instructional practices, and rationales for incongruence between instructional philosophies and practices. Establishing this connection involved the integration of three data bases.

The six second grade teachers who participated in this research had three tasks: (1) to complete a Preactive Teacher Questionnaire which solicited their beliefs about reading instruction and reader group needs only in reference to the high, average, and poor reader groups in their classrooms; (2) to be observed and videotaped for three days during the small group segment of reading instruction; and (3) to take part in an audiotaped Post-observational Interview of the stimulated recall format in which they view a videotaped segment of their own teaching, and with focus provided by the investigator, articulate rationales for the incongruence between instructional philosophy as indicated by the Preactive Teacher Questionnaire, and instructional practices. There were four target variables of investigation: (1) allocated time for small group reading instruction; (2) engaged time in small group reading instruction; (3) time spent reading connected text during small group reading instruction; and (4) time spent in silently reading connected text during small group reading instruction. These variables were represented by randomized questions on the questionnaires, and were the specific points of reference when analyzing videotapes with running clocks inserted.

Results indicate that these teachers possessed differing

instructional philosophies corresponding to the high, average, and poor reader groups, and made differing use of allocated instructional time across reader groups, although it is revealed in discussion that differences were seldom in the anticipated direction. Teachers exhibited the greatest degree of total congruence between instructional philosophy and practice for allocated time and engaged time variables. Most importantly, 83% of the rationales articulated for incongruence between instructional philosophies and practices fell in the student needs and material content categories. These results based on naturalistic research provide an integrated view of teacher thinking and decision making, and clearly conflict with those of previous experimental research which are segmented, and in some respects mis- leading. Differences in methodologies and results are discussed in detail.

ORGANIZATIONAL CONSIDERATIONS IN FACILITATING OR INHIBITING ROLE CHANGE OF THE READING RESOURCE SPECIALIST FROM AN IMPLEMENTATION-CONFIGURATION METHODOLOGY PERSPECTIVE Order No. DA8416978

TANGALIN, ANDRES B., ED.D. *Seattle University*, 1984. 245pp. Supervisor: Gary Zarter

This study was designed to examine the extent to which seven elementary teachers were able to implement a role change from a remedial reading teacher to an inbuilding Reading Resource Specialist. Seven elementary Title I teachers in six elementary buildings with differing grade and organizational profiles were involved in the study. The Reading Resource Specialists, Title I reading teachers, certificated building staff members, building principals and project developer were included in assessing the role change implementation effort. Surveys, taped interviews, paper and pencil tests, and reliability measures were employed to gather information on in-service training, and personal and organizational factors that may have influenced the Specialists' role performance. It was concluded that the six roles of the Specialist would take longer than one year to fully implement, that in-service training facilitated role adaptation, that teacher resistance was a major building factor to overcome, and that the principal played an important role in providing organizational and personal support to the Specialists.

THE RELATIONSHIP OF TEACHER EXPERIENCE, DEGREE LEVEL, AND READING COURSEWORK TO TEACHERS' KNOWLEDGE OF READING Order No. DA8416733

URSREY, MARILYN LINDA CARTER, PH.D. *The Florida State University*, 1984. 106pp. Major Professor: Diana Scott

The present study attempted to investigate the relationship of teacher experience, degree level, and reading coursework to teachers' knowledge of reading. The research in this area is very contradictory as to the variables which contribute to a teacher's knowledge of reading.

The subjects consisted of 354 elementary teachers employed by the 10 school systems in the Heart of Georgia CESA (Cooperative Educational Services Agency) area. The majority of the teachers were white females teaching in small rural elementary classrooms.

The subjects were given a research packet containing a demographic questionnaire, a computer scan sheet, and an instrument to assess knowledge of reading. Artley and Hardin's *Inventory of Teacher Knowledge of Reading* was chosen because of its validity and reliability. The sample was not randomly drawn.

Multiple regression analyses were used to test the eight hypotheses and to describe the contributions of the independent variables--experience, degree level, and coursework--to the dependent variable, knowledge of reading. The researcher utilized the Statistical Package for the Social Sciences (SPSS) program to analyze all data. The results of the study indicated that the one variable which related significantly to teachers' knowledge of reading was degree level. The relationship between the number of reading courses and teacher knowledge of reading was strong but was not statistically significant.

Results of this study support the idea of encouraging teachers to return to the university classrooms. An implication is that salary would promote this encouragement. Many teachers are not monetarily rewarded for seeking higher degrees.

PERCEIVED CHARACTERISTICS OF EFFECTIVE SECONDARY LEVEL READING TEACHERS Order No. DA8418843

VIDA, LOUISA KRAMER, ED.D. *Hofstra University*, 1984. 199pp.

The purpose of this study was to determine if practitioners' views of specific characteristics of effective secondary level reading teachers correlated with the characteristics of these teachers that appear in the literature. To test this idea a researcher-developed questionnarie was mailed to 835 administrators, reading teachers, and classroom teachers in two suburban counties on Long Island in New York. The collected data were then analyzed via analyses of variance to test seven hypothesis at the .05 level of significance. A practical significance test (omega squared) and a non-bias response t test ($p < .05$) were also performed.

Major findings were that there were significant differences between the populations' responses and the literature, the administrators' responses and the literature, the reading teachers' responses and the literature, and the classroom teachers' responses and the literature ($p = .05$). However, there were no significant differences between the administrators' responses and the classroom teachers' responses; the administrators' responses and the reading teachers' responses; or the classroom teachers' responses and the reading teachers' reponses ($p = .05$)

The study's conclusions were that practitioners do not feel that reading teachers are accurately portrayed in the literature, and, thus, researchers should redefine their interpretation of an effective reading teacher. From the practitioners' point of view an effective secondary level reading teacher achieves curriculum gains in specific reading related skills areas, is proficient in specific pedagogical methodologies and teaching styles, has an internal locus of control, exhibits positive interpersonal relationships, has been a good student him/herself, demonstrates minimum competency in all areas, is hard-working, and is open to change. An effective secondary level reading teacher is not perceived as an intellectual nor does s/he demonstrate an inclination toward research or the use of professional literature. Neither does this person possess specific socioeconomic, racial, sexual, or religious characteristics. Opinions as to whether or not effective secondary level reading teachers exhibit the characteristics of successful readers, concentrate on subject matter, utilize group or individual instruction, or maintain formal or informal teacher/student relationships were inconsistent.

THE ROLE OF THE PARAPROFESSIONAL IN THE HIGH SCHOOL CLASSROOM Order No. DA8416371

WARNER, JOYCE VAN WAGNER, ED.D. *University of Pennsylvania*, 1984. 212pp.

Since the mid-1960's, paraprofessionals have become widely used in the educational setting, particularly within the structure of federally funded programs. The theoretical assumption is that paraprofessionals expand and improve the quality of education. Past research of this group has chosen to view the paraprofessional through secondary means: statistical measurements of student achievement, statements of impact on teacher management and behavior, suggestions of career potential. The purpose of this study to add to the recent growing body of knowledge that uses the educational paraprofessional as a primary source. The purpose of this study to observe, through participant observation, paraprofessionals as they work with students. Further, it is the purpose of this study to develop, from these observations descriptions of how the observed paraprofessionals interact with students and teachers as they work within the learning environment.

The setting for this study is a boys' Catholic high school in which paraprofessionals are used as a component of a comprehensive Title I program. Three paraprofessionals were observed as they interact

with groups of remedial reading students and the reading specialist over the course of two consecutive school years. The researcher's role is that of supervising teacher.

Analysis is based on the participant observation and interview techniques adapted from Spradley (1980). Conclusions do not provide an answer to a question, nor test a hypothesis. Rather, the conclusions will be presented in case study format and provide descriptions of how some paraprofessionals work with students.

A LONGITUDINAL STUDY OF THE EFFECTIVENESS OF A STAFF DEVELOPMENT PROGRAM IN READING

Order No. DA8414694

YEATON, PHILIP SAMUEL. ED D. *Boston University*, 1984. 139pp. Major Professor: Rosalmina Indrisano

Purpose. The purpose of this study was to identify components of an extensive staff development program which had lasting impact upon classroom instruction. Using a case study model, the researcher attempted to identify components of a staff development program considered effective by participants three years following the completion of the model, to compare these components with components collected at the completion of each inservice unit, and to identify characteristics of the components with long-range effectiveness.

Design and Procedures. At the completion of each inservice unit, participants identified specific behaviors of the instructor having positive or negative effects upon their professional growth. Three years later, the same participants were asked to identify specific instructional behaviors which continued to influence their classroom effectiveness.

A total of 231 acceptable immediate and 74 long-range incidents were collected. Using the critical incidents technique, the major classifications identified were: (1) teaching methodology, (2) teacher characteristics, (3) professional competence and (4) appropriateness to the participants. Sub-categories were: (1) direct teaching strategies, (2) relevant classroom application, (3) personal characteristics, (4) personal actions and responses, (5) professional knowledge and preparation, (5) proficiency, clarity and adherence to task, and (7) appropriateness to participants' needs.

Conclusions. The more influential categories in the long-range incidents were: (1) relevant classroom application, (54.4%), (2) teaching strategies, (20.9%) and (3) appropriateness to participants' needs (13.5%). In comparison, the more influential categories in the immediate incidents were: (1) direct teaching strategies, (37.2%), (2) relevant classroom application, (20.9%) and (3) personal actions and responses (10.0%).

The personal characteristics of the instructor were reported to be influential in the immediate incidents and appropriateness to the participants' need in the long-range incidents. The influence of relevant classroom application appeared to increase over time and influence of teaching strategies diminished. Staff development programs which include practical strategies, adaptable classroom materials and meet the needs of the participants appear to have continuing influence in classrooms.

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